



Mullion School Personal, Social, Health and Economic Education (PSHE) Policy

Date policy approved by Governors:

Date policy becomes effective: Immediately

Review date: September 2027

Person responsible for Implementation and Monitoring: PSHE Lead Teacher, Deputy Headteacher

Contents

1. Introduction
2. Whole School Approach
3. Key Processes
4. Responsibility
5. Evaluation of Provision
6. Assessment in PSHE
7. PSHE and Safeguarding
8. Curriculum
9. Staff Development
10. Student Development
11. Differentiation and Inclusion
12. Linked Policies
13. Parents/Carers

Appendix A

Mullion School PSHE Curriculum

1. Introduction

Personal, Social, Health and Economic Education (PSHE) supports pupils to develop the knowledge, skills and attributes they need to thrive both now and in later life. Through Relationships, Sex and Health Education (RSHE), Health Education and wider PSHE learning, pupils are prepared for the opportunities, responsibilities and experiences of modern life.

Mullion School's PSHE curriculum is informed by the Department for Education's statutory guidance, Relationships Education, Relationships and Sex Education (RSE) and Health Education (July 2025), which became statutory on 1 September 2026. The guidance requires schools to provide age-appropriate, evidence-based teaching that promotes pupils' wellbeing, physical and mental health, healthy relationships, online safety, respect, resilience and preparation for adult life.

This policy sets out the school's approach to PSHE and reflects relevant statutory guidance, safeguarding requirements, the PSHE Association Programme of Study, the Gatsby Benchmarks and the CDI Career Development Framework. The policy will be reviewed regularly to ensure compliance with current legislation, guidance and local need.

Parents and carers will be informed about the policy through the school website.

Parents and carers who require a hard copy of this policy should contact the school.

2. Whole School Approach

Provision	Intent
PSHE Lessons Years 7, 8, 9 and 11: 1 x 75min lesson a fortnight Year 10: 1 x 75 min lesson a week	PSHE Lessons aim to promote positive relationships, health and wellbeing and develop aspects of Careers Education Information and Guidance (CEIAG) and British Values. Tutor time and assemblies are also used to celebrate events (local and national), throughout the year as well as developing Cultural Capital.
Tutor Programme	Curriculum for Life (CfL) and tutor reading sessions develop students Cultural Capital, understanding of life in modern Britain and an opportunity to discuss skills and futures.
Other Subjects	Within many other subjects and departments aspects of PSHE are delivered as part of the planned curriculum.
Extra-Curricular activities/Enrichment	Through a range of clubs, visits, workshops and wider opportunities students are encouraged to develop both personally and socially.

Wider Community	Links have been made with the direct and the wider community to enable students to learn through the wider world beyond a school setting. e.g. house competitions, trips and visits to museums, theatres and galleries as well other countries. CEIAG also provides well-developed links with employers and local businesses.
-----------------	---

3. Key Processes

Identification of needs

- Consultation with students and staff (observations, learning walks and student voice)
- Staff subject knowledge reviews of personal strengths and weaknesses
- Advice from drugs education advisors, local social issues and reports that include local health data for the area
- Opportunities from local agencies e.g. Brook and Intercom Trust
- School nurse visits
- Pastoral Meetings

4. Responsibility

The programme will be led by the teacher who has responsibility for PSHE. PSHE will be supported by a range of outside agencies such as Brook, Intercom Trust, Yzup and the Devon and Cornwall Police Service. Teachers responsible for teaching PSHE will receive opportunities for training through the PSHE Association, the NSPCC and Brook E-Learning.

There are some occasions when the delivery of PSHE can be supported and will benefit from the use of external speakers. When using external speakers, the schools will ensure that they are recommended by the appropriate agency or authorities and that providers have received relevant safeguarding training.

5. Evaluation of Provision

Regular monitoring includes evaluation of:

- School ethos, atmosphere and behaviour around school
- Feedback from tutors and teachers
- Feedback from TAs and non-teaching staff
- Parental, student and staff surveys
- School and subject curriculum and development plans
- Lesson visits and work sampling
- Learning walks

Feedback from the Pastoral and Safeguarding teams will also contribute to and inform planning and teaching enabling the school to respond to individual student needs.

6. Assessment

Assessment in PSHE takes place in a variety of ways:

- Student self-assessment
- Student peer assessment
- Monitoring of student progress and learning by teachers
- In-built assessment through planning and teaching e.g. questioning and quizzes

7. Safeguarding

We will ensure that where student responses indicate that they may be vulnerable or at risk, they will get appropriate support through the safeguarding team who have the skills to provide support to students in these circumstances.

This policy is informed by the school's safeguarding/child protection policy which states that:

'In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children'

'All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- ☐ *Creating and maintaining a safe learning environment for children and young people*
- ☐ *Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate'.*

We promote the needs and interests of all students, irrespective of gender, sexuality, culture, ability or personal circumstance by studying a variety of topics in line with the DfE statutory guidance on PSHE education.

Teaching will take into account the age, ability, readiness, and cultural backgrounds of children including those with English as an additional language to ensure that all can fully access PSHE education provision.

We promote diversity and inclusion and will consider all students' needs by applying the school accessibility policy and promotion of British Values throughout the school and the curriculum. We expect our students to consider others' needs by upholding the British Value of Tolerance and Mutual Respect.

8. Curriculum

During Years 7-11, students follow a spiralled curriculum following the 3 key foundations of PSHE education:

- Relationships and Sex Education
- Health and Wellbeing
- Living in the Wider World, including, Futures and Careers education

We ensure the curriculum is broad and balanced by keeping up to date with the relevant laws and examples of modern-day case studies as well as responding to the needs of students at each school, which may change year on year. The PSHE curriculum is based on the PSHE guidance from the DFE as well as the specific guidance published by the PSHE Association.

9. Staff development

Maintaining a culture of PSHE is a priority for the schools. We create safe and supportive learning environments by supporting teachers to deliver high-quality lessons, where students are encouraged to discuss and share ideas. Staff are trained to answer difficult questions and to deal with subjects in a sensitive manner, which responds to the needs of individual students. All teachers will be supported with appropriate CPD relating to the subject matter.

10. Student Development

Student voice is an integral part of our planning which helps lead the development of students. Students have a lead role in identifying the needs of students and suggesting ways to meet these needs. Student voice surveys are also conducted in PSHE: these allow students to express ideas and opinions about topics which they would like to study.

11. Inclusion and differentiation

We recognise the right for all students to have access to PSHE education and learning which meets their needs. We will ensure that students with SEND receive access to PSHE through a carefully tailored learning experience which may be delivered by a trusted adult on an individual or small group basis. Where available, members of the SEND team participate in specific CPD around this subject area.

12. Linked policies

This policy supports/compliments the following policies:

- Safeguarding

- Relationships and Sex Education (RSE)
- British Values
- Careers Education Information and Guidance
- Anti-bullying policy
- E-safety policy
- Teaching and Learning
- Behaviour
- Equality policy

PSHE also contributes to our schools' ethos of upholding British Values and providing education for students, so they understand and model these values in their school lives and within the wider community in which they live.

13. Parents/ Carers

We are committed to working with parents and carers and will offer support as appropriate by providing parent training and information events to compliment the learning and development of their child.

We will communicate with parents and carers by email to notify parents of the work of external agencies with our students and any other events which children may be involved in.

Parents/carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of Relationships and Sex Education (RSE). Parents/carers cannot withdraw their child from Relationships Education, Health Education or the biological aspects of human reproduction taught as part of the Science curriculum. Requests for withdrawal should be made in accordance with the school's RSE Policy.

Three terms before a young person turns 16, the right to make this decision transfers to the pupil, who may choose to receive sex education even where a parent has previously requested withdrawal.

Parents can access the PSHE programme of study for each term and for each year group via the school website

Appendix B:

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Tutor group	
Name of parent/Carer		Date	
Reason for requesting withdrawal from sex education delivered as part of Relationships and Sex Education (RSE)			

Any other information you would like the school to consider	
Parent/Carer signature	

Agreed action from discussion with parents	
--	--